

SOCIAL STUDIES STANDARDS

STANDARD 1: HISTORY

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history.

READINESS (Kindergarten)

- **1SS-R1. Describe how history is the story of events, people, and places in the past, with emphasis on:**

PO 1. tracing the history of individuals and families, and describing the way people lived in earlier days and how we live differently today

PO 2. the people and events honored in national holidays, including Thanksgiving, Presidents' Day and Martin Luther King, Jr. Day

- **1SS-R2. Place familiar events in order of occurrence, with emphasis on:**

PO 1. identifying days of the week and months of the year

PO 2. locating events on a calendar, including birthdays, holidays, and school events

SOCIAL STUDIES STANDARDS

STANDARD 2: CIVICS/GOV.

Students understand the ideals, rights and responsibilities of citizenship, and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.

READINESS (Kindergarten)

- **2SS-R1. Describe how a good citizen conducts oneself, with emphasis on:**

PO.1. why we have rules and the consequences of breaking them

PO 2. identifying examples of honesty, courage, cooperation, and patriotism in literature

PO 3. People who help keep us safe in our communities (police, firefighters, nurses, doctors)

- **2SS-R2. Recognize national symbols and icons that represent American democracy and values, with emphasis on:**

PO 1. the national flag and the state flag

PO 2. the bald eagle and the Statue of Liberty

PO 3. the Pledge of Allegiance and the National Anthem

SOCIAL STUDIES STANDARDS

STANDARD 3: GEOGRAPHY

Students analyze locations, regions and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

READINESS (Kindergarten)

- **3SS-R1. Demonstrate understanding of the concept of location, with emphasis on:**

PO 1. determining the relative location of objects using the terms near/far, behind/in front, over/under

PO 2. constructing maps of a classroom

SOCIAL STUDIES STANDARDS

STANDARD 4: ECONOMICS

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers and citizens participating in local, national and global economies.

READINESS (Kindergarten)

- **4SS-R1. Describe the way families produce, consume, and exchange goods and services in their community, with emphasis on:**

PO 1. descriptions of work that people do

PO 2. the need to make choices because resources are limited

PO 3. recognizing various forms of United States money

PO 4. how money is used to purchase goods and services

SOCIAL STUDIES STANDARDS

STANDARD 1: HISTORY

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history.

FOUNDATIONS (Grades 1-3)

- **1SS-F1. Demonstrate the ability to place events in chronological sequence, with emphasis on:** *(Historical research and analytical skills are to be learned and applied to the content standards for grades 1-3.)*

PO 1. using a timeline to place in order important events in a student's life

PO 2. recognizing a sequence of events

- **1SS-F2. Describe everyday life in the past and recognize that some aspects change and others stay the same, with emphasis on:** *(Historical research and analytical skills. These are to be learned and applied to the content standards for gr 1-3.)*

PO 1. using primary source materials, including photographs, artifacts, interviews, and documents to trace the history of a family from long ago

PO 2. the economies, symbols, customs, and oral traditions of an Indian community of Arizona, including the significance of the Eagle Feather, trade networks, decorative arts, housing, songs, and dances

PO 3. how past cultural exchanges influence present-day life, including food, art, shelter, and language

SOCIAL STUDIES STANDARDS

- **1SS-F3. Use stories to describe past events, people, and places, with emphasis on:**

PO 1. contributions from past events and cultures

PO 2. examples of individual action, character and values

PO 3. descriptions of daily life in past time and different places, including the various roles of men, women and children

- **1SS-F4. Describe the stories of important American heroes and their contributions to our society, with emphasis on:**

PO 1. those who secured our freedom, including George Washington, Benjamin Franklin, and Thomas Jefferson

PO 2. those who fought for the rights and freedoms of others, including Chief Joseph, Chief Manuelito (Navajo, the Long Walk), Abraham Lincoln, Harriet Tubman, Martin Luther King, Jr., and Cesar Chávez

SOCIAL STUDIES STANDARDS

STANDARD 2: CIVICS/GOV

Students understand the ideals, rights and responsibilities of citizenship, and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.

FOUNDATIONS (Grades 1-3)

- **2SS-F1. Describe the varied backgrounds of people living in the United States and the ways they have become members of one nation, with emphasis on:**

PO 1. our shared principles, goals, customs and traditions

PO 2. the diversity in one's school and community and the benefits and challenges of a diverse population

- **2SS-F2. Identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and sense of community across time, with emphasis on:**

PO 1. the Pledge of Allegiance, and the songs that express American ideals, including the National Anthem and America the Beautiful

PO 2. the significance of the national holidays and the heroism and achievements of the people associated with them, including Thanksgiving, Presidents' Day, Martin Luther King, Jr. Day, the Fourth of July, Labor Day and Veterans Day

PO 3. the American symbols, landmarks, and essential documents, including the Declaration of Independence, the flag, the bald eagle, and the statue of liberty

SOCIAL STUDIES STANDARDS

- **2SS-F3. Describe the rights and responsibilities of citizenship, with emphasis on:**

PO 1. the elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated

PO 2. the importance of participation and cooperation in a classroom and community

PO 3. why we have rules and the consequences for violating them

PO 4. the responsibility of voting

- **2SS-F4. Describe the basic structure and concepts of the United States government, with emphasis on:**

PO 1. making of rules by direct democracy and by representative democracy

PO 2. the three branches of government as represented by the president, Congress, and the Supreme Court

PO 3. how Arizona and the other states combine to make a nation

PO 4. the levels of government, including the role of local, tribal, state, and national governments

SOCIAL STUDIES STANDARDS

STANDARD 3: GEOGRAPHY

Students analyze locations, regions and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

FOUNDATIONS (Grades 1-3)

- **3SS-F1. Construct and interpret maps and other geographic tools, including the use of map elements to organize information about people, places and environments, with emphasis on:**

PO 1. identifying the characteristics and purposes of maps, globes and other geographic tools

PO 2. identifying and using symbols, the compass rose, cardinal directions and a grid system to locate places of significance on maps and globes

PO 3. making a map using a title, compass rose, legend, scale and grid system

PO 4. using a spatial perspective to plan a safe route from a home to school

PO 5. using a globe and an atlas to locate a student's city and state

PO 6. measuring distance on a map

PO 7. labeling the continents, oceans, and major mountain ranges on a map

SOCIAL STUDIES STANDARDS

- **3SS-F2. Identify natural and human characteristics of places and how people interact with and modify their environment, with emphasis on:**

PO 1. natural characteristics of places, including land forms, bodies of water, natural resources and weather

PO 2. human characteristics of places, including houses, schools, neighborhoods and communities

PO 3. the relationship between the physical features and the location of human activities

PO 4. how people depend on the physical environment and its natural resources to satisfy their basic needs

PO 5. how people can conserve and replenish certain resources

PO 6. the ways in which people have used and modified resources in the local region, including dam construction, building roads, building cities and raising crops

SOCIAL STUDIES STANDARDS

STANDARD 4: ECONOMICS

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers, and citizens participating in local, national and global economies.

FOUNDATIONS (Grades 1-3)

- **4SS-F1. Describe how scarcity affects students' daily lives, with emphasis on:**

PO 1. the opportunity cost of a choice

PO 2. natural resources, human resources, and capital resources, and how they are used to produce goods and services

PO 3. the costs and benefits of personal spending and saving choices

- **4SS-F2. Describe the characteristics of production and exchange in an economy, with emphasis on:**

PO 1. the use of money and barter in the exchange of goods and services

PO 2. why some things are made locally, some elsewhere in the United States, and some in other countries

PO 3. the work that people do to manufacture, transport, and market goods and services

PO 4. the interdependence of consumers and producers of goods and services

SOCIAL STUDIES STANDARDS

STANDARD 1: HISTORY

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history

ESSENTIALS (Grades 4-5)

- **1SS-E1. Understand and apply the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials.** *(Historical research skills and analytical skills. These skills are to be learned and applied to the content standards for grade 4-5)*

PO 1. Place key events on a timeline and apply chronological terms correctly, including B.C.E. (B.C.), C.E. (A.D.), decade, century and generation

PO 2. Identify primary and secondary sources historians use to construct an understanding of the past, using such sources as letters, diaries, newspaper articles, archaeological evidence, maps and government records

PO 3. Interpret historical data in the form of simple graphs and tables

PO 4. Distinguish fact from fiction in historical novels and movies

SOCIAL STUDIES STANDARDS

FOCUS: Arizona

- **1SS-E2. Describe the legacy and cultures of prehistoric American Indians in Arizona, including the impact of, and adaptations to geography, with emphasis on:**

PO 1. how archaeological and anthropological research gives us information about prehistoric people

PO 2. characteristics of hunter-gatherer societies, including their development of tools and adaptation to environments

PO 3. development of agriculture with the domestication of plants

PO 4. the distinctive cultures of the Anasazi, Hohokam, and Mogollon, including where they lived, their agriculture, housing, decorative arts, and trade networks

PO 5. how prehistoric cultures adapted to, and altered, their environment, including irrigation canals and housing

- **1SS-E3. Describe Spanish and Mexican colonization and economic, social, and political interactions with the first inhabitants of Arizona, with emphasis on:**

PO 1. the location and cultural characteristics of the O'odham (Papagos and Pimas) and Apaches during the Spanish period

PO 2. the reasons for the early Spanish explorations, including those of Fray Marcos de Niza, Estevan, and Francisco Vásquez de Coronado

SOCIAL STUDIES STANDARDS

(continued)

- **1SS-E3. Describe Spanish and Mexican colonization and economic, social and political interactions with the first inhabitants of Arizona, with emphasis on:**

PO 3. the reasons for Spanish colonization, including the establishment of missions, presidios, and towns and impact on native inhabitants

PO 4. the contributions of Father Kino

PO 5. the creation of unique, strongly held cultural identities from the Spanish and Indian heritage

PO 6. the change of governance from Spain to Mexico

- **1SS-E4. Describe the economic, social, and political life in the Arizona Territory and the legacy of various cultural groups to modern Arizona, with emphasis on:**

PO 1. how Arizona became a part of the United States through the Mexican Cession and the Gadsden Purchase

PO 2. the conflict of cultures that occurred between newcomers and Arizona Indian groups, including the Indian Wars

PO 3. the lives and contributions of various cultural and ethnic groups, including American Indians, Hispanics, and newcomers from the United States and other parts of the world

PO 4. the importance and contributions of various occupations to the growing Arizona communities, including soldiers (Buffalo soldiers), miners, merchants, freighters, homemakers, ranchers, cowboys, farmers and railroad workers

SOCIAL STUDIES STANDARDS

FOCUS: American History from Discovery through the U.S. Constitution

- **1SS-E5. Describe the causes, course, and consequences of early European exploration of North America, with emphasis on:**

PO 1. the reasons for European exploration of the Americas

PO 2. the characteristics and results of various European expeditions, including those of Christopher Columbus, John Cabot, Hernando Cortés, and Hernando de Soto

PO 3. the political, economic, and social impact on the indigenous peoples

- **1SS-E6. Describe the political, religious, and economic aspects of North American colonization, with emphasis on:**

PO 1. the reasons for colonization, including religious freedom, desire for land, economic opportunity, and a new life

PO 2. the meaning and importance of the Mayflower Compact

PO 3. the importance of the religious aspects of the earliest colonies in shaping the new nation and American principles

PO 4. key differences among the three colonial regions and the significance of key individuals who founded the colonies, including William Penn, Lord Baltimore and Roger Williams

PO 5. interactions between American Indians and European settlers, including the agricultural and cultural exchanges and alliances and reasons for, and the results of, the conflicts

PO 6. the introduction and institutionalization of slavery, including the slave trade in Africa and the Middle Passage

PO 7. the early representative government and democratic practices that emerged, including town meetings and colonial assemblies

SOCIAL STUDIES STANDARDS

- **1SS-E7. Describe the causes, key individuals, and consequences of the American Revolution, with emphasis on:**
PO 1. the causes, including the Tea Act, the Stamp Act, and the formation of the Sons of Liberty

PO 2. major turning points in the Revolutionary War and the importance of aid from France

PO 3. the influence of key personalities, including King George III, John Adams, Thomas Jefferson, George Washington, Patrick Henry, and Thomas Paine

SOCIAL STUDIES STANDARDS

STANDARD 2: CIVICS/GOV

Students understand the ideals, rights and responsibilities of citizenship and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.

ESSENTIALS (Grades 4-5)

FOCUS: America

- **2SS-E1. Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, with emphasis on:**

PO 1. the colonists' shared sense of individualism, independence, and religious freedom that developed before the Revolution

PO 2. the Articles of Confederation

PO 3. the purpose of the Constitutional Convention

PO 4. the natural rights expressed in the Declaration of Independence

PO 5. the contributions and roles of major individuals, including George Washington, James Madison and Benjamin Franklin

SOCIAL STUDIES STANDARDS

- **2SS-E2. Describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, with emphasis on:**

PO 1. the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty

PO 2. how the Constitution is designed to secure our liberty by both empowering and limiting central government

PO 3. struggles over ratification and the creation of the Bill of Rights

PO 4. the separation of powers between the Congress, the president and the Supreme Court

SOCIAL STUDIES STANDARDS

STANDARD 3: GEOGRAPHY

Students analyze locations, regions and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

ESSENTIALS (Grades 4-5)

FOCUS: Arizona

- **3SS-E1. Demonstrate understanding of the physical and human features that define places and regions in Arizona, including the use of geographic tools to collect, analyze and interpret data, with emphasis on:**

PO 1. identifying Arizona as part of the Southwestern region of the United States

PO 2. explaining and using map titles, symbols, scale, cardinal and intermediate directions and elevation on maps of Arizona

PO 3. locating and comparing the three landform regions of Arizona--the plateau, mountain and desert regions--according to their physical features, plants, and animals

PO 4. the location and description of the important physical features in each landform region, including the Grand Canyon, Colorado River and Mogollon Rim

PO 5. the location and significance of the important human features of Arizona, including those in Phoenix, Tucson, Flagstaff and Yuma

SOCIAL STUDIES STANDARDS

- **3SS-E2. Describe the impact of interactions between people and the natural environment on the development of places and regions in Arizona, including how people have adapted to and modified the environment, with emphasis on:**

PO 1. the reasons for migration to, and the settlement and growth of, Phoenix, Mesa, Tucson, Flagstaff, Prescott and Yuma, including mining, ranching, agriculture and tourism

PO 2. how places are connected by movement of people, goods, and ideas, including the connection of Mexico to Arizona

PO 3. routes to and through Arizona territory, including the Gila Trail

PO 4. how people have depended on the physical environment and its natural resources to satisfy their basic needs, including the consequences of Arizonans' adaptation to, and modification of, the natural environment

FOCUS: United States

- **3SS-E3. Describe and locate the major natural and human features that define places and regions in the United States, with emphasis on:**

PO 1. the concept of region as an area with unifying human or natural factors, including different geographic regions of the United States (e.g., Great Plains, Midwest, Northeast, Pacific Coast, Rocky Mountain, Southeast and Southwest)

PO 2. interpreting information from a variety of maps and globes, including contour, population, natural resource and historical maps

PO 3. after being given the latitude and longitude of important features in the United States, locating these features on a map important in the United States

PO 4. the ways European colonists and American Indians viewed and used the environment

PO 5. how and why people create boundaries

SOCIAL STUDIES STANDARDS

STANDARD 4: ECONOMICS

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices, and evaluate the choices of others as consumers, workers and citizens participating in local, national and global economies.

ESSENTIALS (Grades 4-5)

- **4SS-E1. Use basic economic concepts such as trade, opportunity costs, specialization, voluntary exchange, and price incentives to examine historical events, with emphasis on:**

PO 1. opportunity costs and their relationship to decision-making, including examples of decisions to send expeditions to the New World

PO 2. how price incentives affect peoples' behavior and choices, including examples of colonial decisions about what crops to grow and products to produce

PO 3. how specialization improves standards of living, including examples of how development of specific economies in the three colonial regions developed

PO 4. how voluntary exchange helps both buyers and sellers, including examples from prehistoric and colonial trade in North America

PO 5. how trade promoted economic growth in the colonies

SOCIAL STUDIES STANDARDS

- **4SS-E2. Describe the functions of the major institutions in the United States economy, with emphasis on:**

PO 1. the private business function in producing goods and services

PO 2. the bank function in providing checking accounts, savings accounts, and loans

PO 3. the government function in taxation and providing certain goods and services

- **4SS-E3. Describe how consumers and businesses interact in the United States economy, with emphasis on:**

PO 1. how competition, markets, and prices influence peoples' behavior

PO 2. how people earn income by selling their labor to businesses

PO 3. how entrepreneurs take risks to develop new goods and services

SOCIAL STUDIES STANDARDS

STANDARD 1: HISTORY

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history.

ESSENTIALS (Grades 6-8)

- **1SS-E8. Demonstrate and apply the basic tools of historical research, including how to construct timelines, frame questions that can be answered by historical study and research, and analyze and evaluate historical materials offering varied perspectives, with emphasis on: *(Historical research skills and analytical skills. These are to be learned and applied to the content standards for grades 6-8)***

PO 1. constructing and interpreting graphs and charts using historical data

PO 2. constructing various timelines of key events, people, and periods of the historical era being studied

PO 3. framing questions that can be answered by historical study and research

PO 4. describing the difference between a primary source document and a secondary source document and the relationships between them

PO 5. assessing the credibility of primary and secondary sources and drawing sound conclusions from them

PO 6. analyzing a historical source and identifying the author's main points, purpose, opinions versus facts, and what other authors say about the same topic

SOCIAL STUDIES STANDARDS

(continued)

- **1SS-E8. Demonstrate and apply the basic tools of historical research, including how to construct timelines, frame questions that can be answered by historical study and research, and analyze and evaluate historical materials offering varied perspectives, with emphasis on:**

PO 7. examining different points of view on the same historical events and determining the context in which the statements were made, including the questions asked, the sources used and the author's perspectives

PO 8. recognizing the difference between cause and effect and a mere sequence of historical events

FOCUS: World History (Ancient Civilizations through the Age of Exploration)

- **1SS-E9. Describe the geographic, political, economic, and social characteristics of the ancient civilizations of Egypt, Mesopotamia, and China and their contributions to later civilizations, with emphasis on:**

PO 1. the importance of river valleys to their development and, specifically, the Nile, Tigris and Euphrates, and the Huang

PO 2. the forms of government they created, including the theocracies in Egypt and the dynasties in China

PO 3. the religious traditions and how they shaped culture

PO 4. the impact of irrigation, agriculture, and the domestication of animals

PO 5. the cultural and scientific contributions, including writing systems, calendars, and building of monuments such as the Pyramids

SOCIAL STUDIES STANDARDS

- **1SS-E10. Describe the geographic, political, economic, and social characteristics of the Aztecs, Mayas and Mound Builders and their contributions to later civilizations, with emphasis on:**

PO 1. their locations, landforms, and climate and their affect on the economies and trade systems

PO 2. their forms of government

PO 3. their traditions, customs and beliefs

PO 4. the ways agriculture developed

PO 5. the cultural and scientific contributions, including advances in astronomy, mathematics and architecture; artistic and oral traditions; and development of writing systems and calendars

- **1SS-E11. Describe the major religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam, with emphasis on:**

PO 1. their geographic origins

PO 2. the founding leaders and their teachings

PO 3. their traditions, customs and beliefs

SOCIAL STUDIES STANDARDS

- **1SS-E12. Describe the geographic, political, economic, and social characteristics of the Ancient Greek and Roman civilizations and their enduring impact on later civilizations, with emphasis on:**

PO 1. the influence of the geography of the Mediterranean on the development and expansion of the civilizations

PO 2. the development of concepts of government and citizenship, specifically democracy, republics and codification of law

PO 3. scientific and cultural advancements, including networks of roads, aqueducts, art and architecture, literature and theatre, mathematics and philosophy

PO 4. the contributions and roles of key figures, including Socrates, Alexander the Great, Cleopatra, Julius Caesar and Augustus

- **1SS-E13. Describe the political and economic events and the social and geographic characteristics of Medieval European life and their enduring impacts on later civilizations, with emphasis on:**

PO 1. the creation and expansion of the Byzantine empire and the reasons for the fall of Rome

PO 2. the new forms of government, feudalism, and the beginning of limited government with the Magna Carta

PO 3. the role of the Roman Catholic church and its monasteries, including the affect on education and the arts

PO 4. the Crusades, including how they helped to introduce Muslim ideas and products to Europe

PO 5. the impact of the Black Plague, including how it contributed to an end to the feudal system

PO 6. contributions and roles of key figures, including Charlemagne, Joan of Arc, and Marco Polo

SOCIAL STUDIES STANDARDS

- **1SS-E14. Describe how the Renaissance and Reformation influenced education, art, religion, and government in Europe, with emphasis on:**

PO 1. the revival of classical learning and Humanism

PO 2. the commerce developed by the Italian city-states

PO 3. the development of Renaissance artistic and literary traditions, including the works of Michelangelo, Leonardo da Vinci and Shakespeare

PO 4. the impact of Gutenberg's invention of the printing press

PO 5. the development of Protestantism through the ideas and actions of Martin Luther and John Calvin

PO 6. religious conflicts and persecutions, including the Inquisition

- **1SS-E15. Analyze the origins, obstacles and impacts of the Age of Exploration, with emphasis on:**

PO 1. improvements in technology, including the compass and the work of Prince Henry the Navigator

PO 2. the voyages of Columbus to the New World and the subsequent searches for the Northwest Passage

PO 3. the introduction of disease and the resulting population decline, especially to New World peoples

PO 4. Columbian exchanges of technology, ideas, agricultural products and practices

SOCIAL STUDIES STANDARDS

FOCUS: United States and Arizona History (the American Revolution through Reconstruction)

- **1SS-E16. Explain the economic and political reasons for the American Revolution, with emphasis on:**

PO 1. the attempts to regulate colonial trade, including the Tea Act, Stamp Act and Intolerable Acts

PO 2. the colonists' reaction to British policy, including the boycotts, the Sons of Liberty and petitions and appeals to Parliament

PO 3. the ideas expressed in the Declaration of Independence

- **1SS-E17. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, with emphasis on:**

PO 1. the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence

PO 2. the major debates of the Constitutional Convention and their resolution

PO 3. the contributions and roles of major individuals in the writing and ratification of the Constitution, including George Washington, James Madison, Alexander Hamilton and John Jay

PO 4. Struggles over ratification of the Constitution and the creation of the Bill of Rights

SOCIAL STUDIES STANDARDS

- **1SS-E18. Describe the actions taken to build one nation from thirteen states, with emphasis on:**

PO 1. the precedents established by George Washington, including the cabinet and two terms of the presidency

PO 2. Alexander Hamilton's actions to create a financially strong nation, including the creation of a National Bank and payment of debts

PO 3. the creation of political parties, including the ideals of the Democratic Republicans and the Federalists

- **1SS-E19. Describe the successes and failures of the reforms during the Age of Jacksonian Democracy, with emphasis on:**

PO 1. the extension of the franchise to all white men

PO 2. Indian removal, including the Trail of Tears

PO 3. the abolition movement, including the role of the Quakers, Harriet Tubman and the Underground Railroad

PO 4. Suffrage for women, including Seneca Falls and Elizabeth Cady Stanton

SOCIAL STUDIES STANDARDS

- **1SS-E20. Describe the aims and impact of the Western expansion and settlement of the United States, with emphasis on:**

PO 1. how and from whom the United States acquired the Northwest Territory, Louisiana Territory, Florida, Texas, Oregon Country, the Mexican Cession and the Gadsden Territory

PO 2. how geography and economic incentives influenced early American explorations, including those of Lewis and Clark, James O. Pattie and the fur trade

PO 3. the American belief in Manifest Destiny, including how it led to the Mexican War

PO 4. reasons for, and destination of, the major westward migrations, including Oregon, California, and the Mormon settlements of Utah and Arizona

PO 5. the impact of westward expansion on American Indian nations, including broken treaties and the Long Walk of the Navajos

- **1SS-E21. Explain how sectionalism caused the Civil War, with emphasis on:**

PO 1. the different natures of the economies of the North, South and West

PO 2. the addition of new states to the Union and the balance of power in the Senate, including the Missouri and 1850 Compromises

PO 3. the extension of slavery into the territories, including the Dred Scott Decision, the Kansas-Nebraska Act, and the role of abolitionists such as Frederick Douglass and John Brown

PO 4. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates

PO 5. the presidential election of 1860, Lincoln's victory, and the South's secession

SOCIAL STUDIES STANDARDS

- **1SS-E22. Explain the course and consequences of the Civil War and how it divided the American people, with emphasis on:**

PO 1. the unique nature of the Civil War, including the impact of Americans fighting Americans, the high casualties caused by disease and the type of warfare, and the widespread destruction of American property

PO 2. contributions and significance of key individuals, including Abraham Lincoln, Robert E. Lee, William Tecumseh Sherman and Ulysses S. Grant

PO 3. the major turning points of the Civil War, including Gettysburg

PO 4. the role of African-Americans

PO 5. the purpose and effect of the Emancipation Proclamation

PO 6. the strategic importance of the Southwest as both sides attempted to secure a route to California

- **1SS-E23. Analyze the character and lasting consequences of Reconstruction, with emphasis on:**

PO 1. Lincoln's plans for reconstruction of the South

PO 2. Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of Andrew Johnson

PO 3. attempts to protect the rights of, and enhance opportunities for, the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the United States Constitution

PO 4. the rise of the Ku Klux Klan and the development of Jim Crow laws following Reconstruction

SOCIAL STUDIES STANDARDS

STANDARD 2: CIVICS/GOV

Students understand the ideals, rights and responsibilities of citizenship, and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.

ESSENTIALS (Grades 6-8)

- **2SS-E3. Describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, with emphasis on:**

PO 1. ideas of the nature of government and rights of individuals expressed in the Declaration of Independence with its roots in British philosophers such as John Locke

PO 2. the concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights

PO 3. the social covenant established in the Mayflower Compact

PO 4. the characteristics of republican and representative governments

PO 5. anti-Federalist and Federalist arguments for and against the new Constitution, including those expressed in *The Federalist Papers*

PO 6. the concepts of federalism, democracy, bicameralism, separation of powers and checks and balances

SOCIAL STUDIES STANDARDS

- **2SS-E4. Identify concepts of government as expressed in the United States Constitution and explain the powers granted to the three branches of government and those reserved to the states, with emphasis on:**

PO 1. the federal system dividing sovereignty between the states and the federal government

PO 2. the separation of powers through the development of the executive, legislative, and judicial branches of government

PO 3. John Marshall's role in judicial review, including *Marbury v. Madison*

- **2SS-E5. Identify and describe a citizens' fundamental constitutional rights, with emphasis on:**

PO 1. freedom of religion, expression, assembly, and press

PO 2. right to a fair trial

PO 3. equal protection and due process

- **2SS-E6. Describe the structure, functions, and powers of the Arizona state and local governments and their relationship to the federal government, with emphasis on:**

PO 1. the purposes of the Arizona Constitution

PO 2. the roles and methods of initiative, referendum, and recall processes

PO 3. the function of multiple executive offices

PO 4. the election process, including primaries and general elections

PO 5. the criminal justice system, including juvenile justice

PO 6. the roles and relationships of different levels of government, including federal, state, county, city/town and tribal

SOCIAL STUDIES STANDARDS

- **2SS-E7. Explain the obligations and responsibilities of citizenship, with emphasis on:**

PO 1. the obligations of upholding the Constitution, obeying the law, paying taxes, and registering for selective service and jury duty

PO 2. involvement in political decision-making, including voting, petitioning public officials, and analyzing issues

- **2SS-E8. Explain the significance of famous speeches to the duties of citizenship, with emphasis on:**

PO 1. George Washington's Farewell Address

PO 2. Abraham Lincoln's Gettysburg Address

PO 3. Martin Luther King, Jr.'s "I Have a Dream" speech

SOCIAL STUDIES STANDARDS

STANDARD 3: GEOGRAPHY

Students analyze locations, regions and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

ESSENTIALS (Grades 6-8)

- **3SS-E4. Demonstrate understanding of the characteristics, purposes, and use of geographic tools to locate and analyze information about people, places, and environments, with emphasis on:**

PO 1. ways to display geographic Information and characteristics through maps, charts and graphs

PO 2. purposes of, and differences among, maps, globes, aerial photographs, charts and satellite images

PO 3. constructing and interpreting maps, charts and geographic databases using geographic information

PO 4. drawing an accurate map after being given a description of a place

PO 5. identifying and locating physical and cultural features in the United States and in regions of the world

PO 6. interpreting thematic maps, graphs, charts and databases depicting various aspects of the United States and world regions studied

SOCIAL STUDIES STANDARDS

- **3SS-E5. Describe natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change, with emphasis on:**

PO 1. common characteristics of regions at local, national, and international scales on the basis of climate, landforms, ecosystems and culture

PO 2. the concept of region and how and why regions change

PO 3. relationships and interactions among regions

PO 4. influences and effects of regional images, including why Arizona attracts tourists, retirees and businesses

PO 5. how culture and economics give a place identity and meaning and affect the perception of places and regions, including the role of media images

PO 6. how places and regions serve as cultural symbols, including Jerusalem as a sacred place for Jews, Christians, and Muslims

SOCIAL STUDIES STANDARDS

- **3SS-E6. Describe the economic, political, cultural, and social processes that interact to shape patterns of human populations, interdependence, and cooperation and conflict, with emphasis on:**

PO 1. the demographic structure of a population and reasons for variation between places, including developing and developed nations

PO 2. the causes and types of human migration and its effect on places

PO 3. the causes and effects of settlement patterns, including how rural-to-urban migration leads to urbanization

PO 4. the distributions of cultures and how they create a cultural landscape, both locally and in other parts of the world

PO 5. the factors that influence the location, distribution and interrelationships of economic activities in different regions

PO 6. how cooperation and conflict contribute to political, economic and social divisions, including European Union and the Balkans

PO 7. how cultural norms influence different economic activities of men and women in different regions, including literacy, occupations, clothing and property rights

PO 8. how changes in technology, transportation, communication, and resources affect the location of economic activities

SOCIAL STUDIES STANDARDS

- **3SS-E7. Explain the effects of interactions between human and natural systems, including the changes in the meaning, use, and distribution of natural resources, with emphasis on:**

PO 1. the physical processes that influence the formation and location of resources, including water inequities in Arizona

PO 2. consequences to humans of earthquakes, hurricanes, tornadoes, flash floods, and other natural hazards

PO 3. how and why humans modify ecosystems, including deforestation and desertification

PO 4. how changes in the natural environment can increase or diminish its capacity to support human activities

PO 5. how technological modification in one place often leads to changes in other locations, including how the control of rivers impacts the development of Arizona

PO 6. ways that humans depend upon limited resources and adapt to, and affect, the natural environment

PO 7. changing ideas and disagreements on the best use of natural resources

- **3SS-E8. Use geographic knowledge, skills, and perspectives to explain past, present, and future issues, with emphasis on:**

PO 1. how places and environments influence events and conditions in the past

PO 2. how geography is used to improve quality of life, including urban growth and environmental planning

PO 3. using geographic knowledge and skills to analyze contemporary issues, including the debate over water use and availability in Arizona

STANDARD 4: ECONOMICS

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers and citizens participating in local, national and global economics.

ESSENTIALS (Grades 6-8)

- **4SS-E4. Apply the economic concepts of scarcity and choice, with emphasis on:**

PO 1. how limited resources and unlimited human wants cause people to choose some things and give up others

PO 2. scarcity, opportunity costs, and trade-offs, and how these concepts influence decision-making

PO 3. how governments and businesses experience scarcity and must make choices

PO 4. how scarcity influences personal financial choices, including budgeting, saving, investing and credit

- **4SS-E5. Describe the economic benefits of specialization and exchange, with emphasis on:**

PO 1. why specialization improves standards of living

PO 2. how money, as opposed to barter, facilitates trading, borrowing, saving, investing and the ability to compare the value of goods and services

SOCIAL STUDIES STANDARDS

- **4SS-E6. Describe how people respond to positive and negative incentives, with emphasis on:**

PO 1. how profits provide incentives to sellers

PO 2. how market prices provide incentives to buyers and sellers

PO 3. how protection of private property rights provides incentives to conserve and improve property

- **4SS-E7. Describe the operation of a market economy, with emphasis on:**

PO 1. Adam Smith's ideas of a market economy, including private property, freedom of enterprise, competition, consumer choice, and the limited role of government

PO 2. how the interaction between buyers and sellers determines market prices

PO 3. how competition among sellers lowers costs and prices and encourages producers to produce what consumers are willing and able to buy

PO 4. how competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the seller's price

PO 5. why voluntary exchange benefits buyers and sellers

PO 6. the functions and relationships among various institutions that make up an economic system, including business firms, banks, government agencies, labor unions, and corporations

PO 7. how income for most people is determined by the value of the resources they sell and how the distribution of income affects public policy and standards of living

SOCIAL STUDIES STANDARDS

- **4SS-E8. Describe the factors that cause economic growth, with emphasis on:**

PO 1. investment in human capital, including the health, education and training of people

PO 2. investment in real capital, including factories, machinery and new technology

PO 3. the role of entrepreneurs in the free enterprise system who take the risks of organizing productive resources

SOCIAL STUDIES STANDARDS

STANDARD 1: HISTORY

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history

PROFICIENCY (Grades 9-12)

- **1SS-P1. Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.** *(Historical research skills and analytical skills... are to be learned and applied to the content standards for grades 9-12.)*

PO 1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned and analyze how change occurs

PO 2. Analyze how change occurs

PO 3. Use a variety of maps and documents to interpret human movement and the diffusion of ideas, technological innovations and goods

SOCIAL STUDIES STANDARDS

- **1SS-P2. Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within primary and secondary sources** (*Historical research skills and analytical skills...are to be learned and applied to the content standards for grades 9-12*)

PO 1. Identify community resources that preserve historical information--such as libraries, museums, historical societies, a courthouse, the World Wide Web, family records, elders--and explain how to access this knowledge

PO 2. Identify an author's argument, viewpoint or perspective in an historical account

PO 3. Distinguish "facts" from author's opinions, and evaluate an author's implicit and explicit philosophical assumptions, beliefs or biases about a subject

PO 4. Compare and contrast different accounts of the same event, including hypothesizing reasons for differences and similarities, authors' use of evidence, and distinctions between sound generalizations and misleading oversimplifications

- **1SS-P3. Develop historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded** *Historical research skills and analytical skills...are to be learned and applied to the content standards for 9-12*

PO 1. Show connections between particular events and larger social, economic, and political trends and developments

PO 2. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values

PO 3. Hypothesize how events could have taken different directions

FOCUS: World History (Age of Enlightenment to Modern Age)

- **1SS-P4. Describe the democratic and scientific revolutions as they evolved throughout the Enlightenment and their enduring effects on political, economic and cultural institutions, with emphasis on:**

PO 1. the Copernican view of the universe and Newton's natural laws

PO 2. conflict between religion and the new scientific discoveries, including the impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe

PO 3. ideas that led to parliamentary government and the rights of Englishmen through the Puritan revolt and the Glorious Revolution

PO 4. the worldwide spread of the ideas of the American Revolution

PO 5. challenges to absolute monarchy, including the French Revolution

PO 6. the Napoleonic Era, including the codification of law

PO 7. Latin America's wars of independence, including Simon Bolivar

SOCIAL STUDIES STANDARDS

- **1SS-P5. Explain the causes and effects of the Industrial Revolution, with emphasis on:**

PO 1. how scientific and technological changes promoted industrialization in the textile industry in England

PO 2. the impact of the growth of population, rural-to-urban migrations, growth of industrial cities and emigration out of Europe

PO 3. the evolution of work and the role of labor, including the demise of slavery, division of labor, union movement and impact of immigration

PO 4. the political and economic theories of capitalism and socialism, including Adam Smith and Karl Marx

- **1SS-P6. Analyze patterns of change during the nineteenth century era of imperialism from varied perspectives, with emphasis on:**

PO 1. the clash between cultures, including the Zulu wars in Africa, the Sepoy Rebellion in India and the Boxer Rebellion in China

PO 2. the development of the British Empire around the world

PO 3. the nationalism that led to conflict between European nations as they competed for raw materials and markets, including the rush for colonies in Africa and Asia

PO 4. the immediate and long-term responses by people under colonial rule

SOCIAL STUDIES STANDARDS

- **1SS-P7. Trace the causes, effects and events of World War I, with emphasis on:**

PO 1. the rise of nationalism, including the unification of Germany and Otto Von Bismarck's leadership

PO 2. the rise of ethnic and ideological conflicts, including the Balkans, Austria-Hungary and the decline of the Ottoman Empire

PO 3. the importance of geographic factors in military decisions and outcomes

PO 4. the human costs of the mechanization of war such as the machine gun, airplane, gasoline, submarine, trench warfare and tanks

PO 5. the effects of the Russian Revolution and the implementation of communist rule

PO 6. the conditions and failures of the Treaty of Versailles and the League of Nations

- **1SS-P8. Analyze the causes and events of World War II, with emphasis on:**

PO 1. the rise of totalitarianism and militarism in Japan and Germany

PO 2. Nazi Germany's attempts to eliminate the Jews and other minorities through the Holocaust

PO 3. influence of world conflicts prior to World War II, including the Spanish Civil War, Italian invasion of Ethiopia and the Japanese invasion of Manchuria

PO 4. Germany's aggression that led to the war, including England's attempts at appeasement

PO 5. the Stalin-Hitler Pact of 1939 and the invasion of Poland

SOCIAL STUDIES STANDARDS

(Continued)

- **1SS-P8. Analyze the causes and events of World War II, with emphasis on:**

PO 6. the political, diplomatic and military leadership, including Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, George Patton and Rommel

PO 7. the principal theaters of battle, major turning points and geographic factors in military decisions and outcomes, including Pearl Harbor, D day invasion, the use of the atomic bomb, and the reasons for the Allied victory

- **1SS-P9. Analyze the international developments after World War II and during the Cold War, with emphasis on:**

PO 1. war crimes trials, including the Nuremberg Trials

PO 2. the creation of the modern state of Israel and conflicts in the Middle East

PO 3. the rebuilding of Western Europe, including the Marshall Plan and NATO

PO 4. Soviet control of Eastern Europe, including the Warsaw Pact and Hungarian Revolt

PO 5. the creation and role of the United Nations, including the Security Council

PO 6. Mao Tse-tung and the Chinese Revolution, including the Long March, Taiwan and the Cultural Revolution

PO 7. the legacy of genocide from totalitarian regimes, including Stalin, Hitler, Mao and Pol Pot

PO 8. the reasons for the collapse of the Soviet Union and end of communism in Europe

SOCIAL STUDIES STANDARDS

- **1SS-P10. Evaluate the ideologies and outcomes of independence movements in the developing world, with emphasis on:**

PO 1. French Indochina and the Vietnam War, including the role of Ho Chi Minh

PO 2. Gandhi's non-violence movement for India's independence

PO 3. the fight against apartheid in South Africa and evolution from white minority government, including the role of Nelson Mandela

PO 4. the struggle for democracy in Latin America

PO 5. the Mexican Revolution, including land and labor reforms

SOCIAL STUDIES STANDARDS

FOCUS: United States/Arizona Modern History (Industrial Revolution to Current Issues)

- **1SS-P11. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, with emphasis on:**

PO 1. the forces behind the quick and successful growth of the United States, including geographic security, abundant natural resources, heavy foreign investment, individual and economic freedoms, skilled but cheap and mobile labor, and use of tariffs and subsidies

PO 2. innovations in technology, evolution of marketing techniques, and changes to the standard of living

PO 3. the development of monopolies and their impact on economic and political policies, including laissez faire economics and the ideas of Social Darwinism

PO 4. the growth of cities created by the influx of immigrants and rural-to-urban migrations of Americans and the racial and ethnic conflicts that resulted

PO 5. the efforts of workers to improve working conditions, including organizing labor unions and strikes, and the reaction of business, including strikebreakers, and the Bisbee Deportation

PO 6. Populism and William Jennings Bryan, Jane Addams, muckrakers, and the economic problems faced by farmers

PO 7. Theodore Roosevelt's reforms in trustbusting and conservation of natural resources such as national parks like the Grand Canyon and reclamation projects like the Salt River Project

PO 8. progressive reforms, including the national income tax, direct election of Senators, women's Suffrage, Prohibition, and Arizona's Constitution

SOCIAL STUDIES STANDARDS

- **1SS-P12. Analyze the development of the American West and specifically Arizona, with emphasis on:**

PO 1. the availability of cheap land and transportation, including the role of the railroads and the use of immigrant Chinese and Irish labor

PO 2. the development of resources and the resulting population and economic patterns, including mining, ranching and agriculture

PO 3. the effects of development on American Indians and Mexican Americans, including Indian Wars, establishment of reservations and land displacement

- **1SS-P13. Analyze the United States' expanding role in the world during the late nineteenth and early twentieth centuries, with emphasis on:**

PO 1. the causes for a change in foreign policy from isolationism to intervention

PO 2. the debate between pro- and anti-imperialists over taking the Philippines

PO 3. the results of the Spanish American War

PO 4. the expanding influence in the Western hemisphere, including the Panama Canal

PO 5. the events that led to United States involvement in World War I and the United States' impact on the outcome

PO 6. the impact of World War I on the United States, including the Red Scare

PO 7. Wilson's involvement in the peace process and the United States rejection of the League of Nations

SOCIAL STUDIES STANDARDS

- **1SS-P14. Analyze the major political, economic, and social developments that occurred between World War I and World War II, including the causes and effects of the Great Depression, with emphasis on:**

PO 1. social liberation and conservative reaction during the 1920's, including flappers, Prohibition, Harlem Renaissance and the Scopes trial

PO 2. the rise of mass production techniques and the impact of the automobile and appliances on the prosperity and standard of living for many Americans

PO 3. the causes of the Great Depression, including unequal distribution of income, weaknesses in the farm sector and the policies of the Federal Reserve Bank

PO 4. the human and natural crises of the Great Depression, including unemployment, food lines, Dust Bowl and the western migration of Midwest farmers

PO 5. the policies and controversies that emerged from the New Deal, including the works programs, farm supports, social security, advances in organized labor, challenges to the Supreme Court and impacts in Arizona such as the Navajo Livestock Reduction

SOCIAL STUDIES STANDARDS

- **1SS-P15. Analyze the role of the United States in World War II, with emphasis on:**

PO 1. reasons the United States moved from a policy of isolationism to international involvement, including Pearl Harbor

PO 2. events on the home front to support the war effort, including war bond drives, the mobilization of the war industry, women and minorities in the work force, including Rosie the Riveter; the internment of Japanese-Americans, including the camps in Poston and on the Gila River Indian Reservation, Arizona

PO 3. Arizona contributions to the war effort, including the Navajo Code Talkers, Ira Hayes and local training bases

PO 4. postwar prosperity and the reasons for it

- **1SS-P16. Analyze the impact of World War II and the Cold War on United States foreign policy, with emphasis on:**

PO 1. the implementation of the foreign policy of containment, including the Truman Doctrine, the Berlin Blockade, Berlin Wall, Bay of Pigs, Korea and Vietnam

PO 2. the Red Scare, including McCarthyism and the House Un-American Activities Committee

PO 3. nuclear weapons and the arms race

PO 4. Sputnik and the space race

PO 5. Arizona's industrial development, movement to the suburbs and growth in the "Sunbelt"

SOCIAL STUDIES STANDARDS

- **1SS-P17. Analyze the development of voting and civil rights in the United States, with emphasis on:**

PO 1. intent and impact of the 13th, 14th and 15th Amendments to the Constitution

PO 2. segregation as enforced by Jim Crow laws

PO 3. the use of the judicial system to secure civil rights, including key court cases such as *Brown v. Board of Education of Topeka*

PO 4. the role and methods of civil rights advocates, including Martin Luther King, Jr., Malcolm X, Rosa Parks and Cesar Chávez

PO 5. the passage and effect of voting rights legislation, including 1964 Civil Rights Act, Voting Act of 1965 and the Twenty-fourth Amendment to the Constitution

PO 6. the effects of the women's rights movement

- **1SS-P18. Apply the skills of historical analysis to current social, political, geographic and economic issues facing the United States, with emphasis on:**

PO 1. impact of changing technology on America's living patterns, popular culture, and the environment, including the impact of automobiles, dams and air-conditioning to Arizona's development

PO 2. reasons for, and impact of, the nation's changing immigration policy, including Mexico-United States border issues

PO 3. the persistence of poverty, and the Great Society's attempt to alleviate it

PO 4. the "Watergate Scandal" and its impact on American attitudes about government

SOCIAL STUDIES STANDARDS

STANDARD 2: CIVICS/GOV

Students understand the ideals, rights, and responsibilities of citizenship, and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.

PROFICIENCY (Grades 9-12)

- **2SS-P1. Explain the philosophical foundations of the American political system in terms of the inalienable rights of man and the purpose of government, with emphasis on:**

PO 1. the basic principles of natural rights expressed by John Locke, including the state of nature, property, equality, and dissolution of government (*Second Treatise of Government*)

PO 2. the foundational principles of laws by William Blackstone, including the nature of laws in general and the absolute rights of individuals (*Commentaries on the Laws of England*)

PO 3. the importance to the Founders of the rights of Englishmen, the Magna Carta, the representative government in England, and the English Bill of Rights

PO 4. the fundamental principles in the Declaration of Independence

PO 5. the moral and ethical ideals which have their antecedent in the Judeo-Christian tradition

- **2SS-P2. Analyze the historical sources and ideals of the structure of the United States government, with emphasis on:**

PO 1. the principles of democracy and republican form of government developed by the Greeks and Romans, respectively

PO 2. separation of powers (Charles de Montesquieu)

SOCIAL STUDIES STANDARDS

- **2SS-P3. Analyze why and how the United States Constitution was created by the framers, with emphasis on:**

PO 1. failures of the Articles of Confederation that led to the Philadelphia Convention

PO 2. proposals for representation in the Virginia and the New Jersey Plans that led to the Great Compromise

PO 3. development of a federal system of government reserving powers to the states and the people

PO 4. the Federalist and anti-Federalist positions

PO 5. the development of state constitutions and how this experience influenced the framing of the United States Constitution and Bill of Rights

- **2SS-P4. Analyze the structure, powers and roles of the legislative branch of the United States government, with emphasis on:**

PO 1. specific powers delegated in Article I of the Constitution, checks and balances such as veto override, impeachment, Senate confirmation of appointments and treaties

PO 2. the role of competing factions (*The Federalist* Number 10)

PO 3. how the lawmaking process operates, including the role of leadership within Congress

PO 4. the influence of the unelected such as staff, lobbyists, and special interest groups

SOCIAL STUDIES STANDARDS

- **2SS-P5. Analyze the structure, powers, and roles of the executive branch of the United States government, with emphasis on:**

PO 1. specific powers delegated in Article II of the Constitution, including checks and balances such as the veto and judicial appointment power

PO 2. the roles and duties of the presidency and the development and function of the executive branch, including the cabinet and federal bureaucracy

PO 3. election of the president through the nomination process, national conventions and electoral college

- **2SS-P6. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions, with emphasis on:**

PO 1. specific powers delegated by the Constitution in Article III and judicial review developed in *Marbury v. Madison* (*The Federalist* No. 80)

PO 2. a dual court system of state and federal courts

- **2SS-P7. Analyze the division and sharing of power within the federal system of government, with emphasis on:**

PO 1. federalism, expressed powers, implied powers, inherent powers, and concurrent powers

PO 2. state sovereignty, the reserved powers, and the resulting conflicts between federal, state, and local governments (*The Federalist* No.45)

PO 3. the issues of federalism raised in *McCulloch v. Maryland*

PO 4. the sovereignty of tribal governments

SOCIAL STUDIES STANDARDS

- **2SS-P8. Analyze the rights, protections, limits, and freedoms included in the United States Constitution and the Bill of Rights, with emphasis on:**

PO 1. Constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of ex post facto laws

PO 2. the 1st Amendment guarantees of freedom of religion, speech, press, assembly and petition

PO 3. the 2nd Amendment right to bear arms

PO 4. the 4th, 5th, and 6th Amendments of search and seizure, rights of the accused, right to a fair and speedy trial and other legal protections

PO 5. the 14th Amendment protection of due process and equal protection under the law

PO 6. conflicts which occur between rights, including the tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights

- **2SS-P9. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution, with emphasis on:**

PO 1. direct democracy by initiative, referendum and recall processes

PO 2. the election process including redistricting, voter registration and primaries

PO 3. Arizona's legislature, its structure, how a bill becomes law and the impeachment process

PO 4. the five major executive officers and their specific powers

PO 5. Arizona's courts, appointment of judges, and elections to retain positions

SOCIAL STUDIES STANDARDS

- **2SS-P10. Demonstrate skills related to the duties and obligations of citizenship needed to participate in America's government, with emphasis on:**

PO 1. the connections between self interest, the common good, and the essential element of civic virtue
(George Washington's Farewell Speech)

PO 2. obeying the law, serving on juries, paying taxes, voting and military service

PO 3. analyzing public issues, policy making and evaluating candidates and their positions

- **2SS-P11. Compare the United States system of politics and government to other systems of the world, with emphasis on:**

PO 1. advantages and disadvantages of unitary, confederate and federal systems

PO 2. the ways powers are distributed and shared in a parliamentary system

PO 3. free versus totalitarian systems of government

SOCIAL STUDIES STANDARDS

STANDARD 3: GEOGRAPHY

Students analyze locations, regions and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

PROFICIENCY (Grades 9-12)

FOCUS: The Contemporary World

- **3SS-P1. Acquire, process and analyze geographic information about people, places and environments by constructing, interpreting, and using geographic tools, with emphasis on:**

PO 1. constructing and interpreting maps to infer geographic relationships, distributions and features, including interpreting thematic maps of world population growth and United States and international time zones

PO 2. selecting appropriate maps and other graphic representations to analyze geographic problems and changes, including aerial photography to analyze changes in land use, such as urban growth

SOCIAL STUDIES STANDARDS

- **3SS-P2. Analyze natural and human characteristics of places in the world studied to define regions, their relationships and their pattern of change, with emphasis on:**

PO 1. the interrelationships among natural and human processes that shape the geographic characteristics of regions, including connections among economic development, urbanization, population growth and environmental change

PO 2. applying the concept of region to organize the study of a geographic issue using multiple criteria

PO 3. ways, places, and regions studied reflect economic, physical and cultural changes and how their relationships, roles and patterns may change as a result

PO 4. how the character and meaning of a place is related to its economic, social and cultural characteristics and why different groups in society view places and regions differently

SOCIAL STUDIES STANDARDS

- **3SS-P3. Analyze how economic, political, cultural, and social processes interact to shape patterns and characteristics of human populations, interdependence, and cooperation and conflict, with emphasis on:**

PO 1. the interpretation of charts and graphics of population growth and demographics, including birth and death rates, population growth rates, doubling time and life expectancy

PO 2. the factors that contribute to human migration and the affect of migration on the character of places of origin and destination, including along the U.S.-Mexico border

PO 3. how cooperation and conflict are involved in shaping the distribution of political, social and economic spaces on the Earth at different scales, including Israel and the Middle East, the former Soviet Union and sub-Saharan Africa

PO 4. how differing points of view and self-interests play a role in conflict over territory and resources, including the impact of culture, politics, strategic locations and resources

PO 5. the spread of cultural traits that lead to cultural convergence and divergence, including the widespread use of English and the role of the global media

PO 6. function and change in the size, structure and arrangement of urban and suburban areas, including the growth of Arizona cities

PO 7. interrelationships among settlement, migration, population-distribution patterns, landforms, climates, and patterns of vegetation

SOCIAL STUDIES STANDARDS

- **3SS-P4. Analyze the interactions between human activities and the natural world in different regions, including changes in the meaning, use, distribution and importance of natural resources, with emphasis on:**

PO 1. how the Earth's natural systems affect humans, including how climatic and seasonal changes impact different regions of the globe

PO 2. how humans perceive, react to and prepare for natural hazards

PO 3. how changes in the natural environment can increase or diminish its capacity to support human activity

PO 4. ways technology has affected the definition and use of, as well as access to, resources and expanded human capacity to modify the natural environment

PO 5. the diversity and productivity of ecosystems

PO 6. policies and programs for resource use and management, including the trade-off between environmental quality and economic growth in the twentieth century

- **3SS-P5. Apply geographic knowledge of people, places and environments to understand the past and present and plan for the future, with emphasis on:**

PO 1. using geographic knowledge, skills, and perspectives to solve contemporary problems in the community and Arizona

PO 2. how different viewpoints about place influence the development of policies designed to use and manage resources at local, national and international scales

PO 3. how changing perceptions of places and environments affect the choices of people and institutions, including where individuals choose to live and work

SOCIAL STUDIES STANDARDS

STANDARD 4: ECONOMICS

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers, and citizens participating in local, national, and global economies.

PROFICIENCY (Grades 9-12)

- **4SS-P1. Analyze the implications of the economic problem of scarcity, with emphasis on:**

PO 1. how limited resources and unlimited human wants cause individuals, governments, and nations to choose some things and give up others

PO 2. the factors of production--land, labor, capital and entrepreneurship--and how they are used in production

PO 3. how producers, consumers, savers, and investors make decisions by analyzing anticipated marginal benefits and costs that usually involve trade-offs (marginal analysis)

- **4SS-P2. Use economic concepts, theories, principles and quantitative methods to analyze current events, with emphasis on:**

PO 1. using tables, graphs, equations, diagrams and charts to interpret economic information, including the inflation rate, unemployment rate and economic growth rate

PO 2. using production possibilities curves to illustrate opportunity costs and trade-offs

PO 3. evaluating the economic implications of current events as found in such sources as magazine articles, newspaper articles, radio and television reports, editorials and Internet sites

SOCIAL STUDIES STANDARDS

- **4SS-P3. Describe how households and firms are interdependent and how their relationship is affected by trade, exchange, money and banking, with emphasis on:**

PO 1. why voluntary exchange occurs only when all participating parties expect to gain from the exchange

PO 2. the role and interdependence of households, firms and government in the circular flow model of economic activity

PO 3. the role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept the risks of business failure

PO 4. the role of financial institutions and securities markets

- **4SS-P4. Analyze the similarities and differences among economic systems, with emphasis on:**

PO 1. the characteristics of market, command and mixed economic systems, including roles of production, distribution and consumption of goods and services

PO 2. the benefits and costs of market and command economies

PO 3. the characteristics of a mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition and government regulation

PO 4. the role of private property in conserving scarce resources and providing incentives in a market economy

PO 5. how the incentives inherent in a market economy preserve political and economic freedom

SOCIAL STUDIES STANDARDS

- **4SS-P5. Describe the basic principles of microeconomics, with emphasis on:**

PO 1. supply, demand and their determinants

PO 2. how a market price is determined

PO 3. interpreting graphs that demonstrate changes in supply and demand

PO 4. how price ceilings and floors cause shortages or surpluses

PO 5. comparing and contrasting monopoly and competitive behaviors

- **4SS-P6. Evaluate the economic role of government in the mixed-market economy of the United States, with emphasis on:**

PO 1. how the benefits of government policies must be compared to the costs before determining which policies to adopt

PO 2. the revenue of and spending by federal, state and local governments in providing national defense, addressing environmental concerns, defining and enforcing property rights, regulating markets and providing other goods and services

PO 3. the effects of progressive, proportional, and regressive income taxes on different income groups

PO 4. the role of self-interest in decisions of voters, elected officials and public employees

SOCIAL STUDIES STANDARDS

- **4SS-P7. Describe the basic principles of macroeconomics, with emphasis on:**

PO 1. how inflation, unemployment, and gross domestic product statistics are determined and used in policy decisions

PO 2. the effects of inflation and deflation on different groups

PO 3. the economic and non-economic consequences of unemployment

PO 4. fiscal policy and its effects on inflation, unemployment and economic growth

PO 5. the functions of the Federal Reserve System and its influence on the economy

PO 6. the effects of monetary policy on unemployment, inflation and economic growth

PO 7. how investment in factories, machinery, new technology, and the health, education and training of people can raise future standards of living

SOCIAL STUDIES STANDARDS

- **4SS-P8. Describe the affects of international trade on the United States and other nations, with emphasis on:**

PO 1. how people and nations gain through trade

PO 2. how the law of comparative advantage leads to specialization and trade

PO 3. the effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living

PO 4. how exchange rates work and how they effect international trade

PO 5. how the concepts of balance of trade and balance of payments are used to measure international trade

PO 6. factors that influence the major world patterns of economic activity and economic connections among different regions, including changing alignments in world trade partners

SOCIAL STUDIES STANDARDS

- **4SS-P9. Apply an understanding of economics to personal financial choices, with emphasis on:**

PO 1. how education, career choices and family obligations affect future income

PO 2. how advertising influences consumer choices

PO 3. short- and long-term financial goals and plans, including income, spending and saving

PO 4. the advantages and disadvantages of using various forms of credit and how payment performance determines credit history

PO 5. the risk, return and liquidity of short- and long-term saving and investment strategies

PO 6. investment options, including stocks, bonds and mutual funds available to individuals and households

SOCIAL STUDIES STANDARDS

STANDARD 1: HISTORY

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history.

DISTINCTION (Honors)

- **1SS-D1. Analyze historical and current events as a historian using primary and secondary sources to evaluate the legitimacy of the commentaries of an event and draw conclusions, with emphasis on:**

PO 1. what happened, drawing from both written sources and narratives

PO 2. what is accurate information and what is inaccurate information

PO 3. what was the significance of the event with focus on what can legitimately be concluded as impacts or results of the event

- **1SS-D2. Use historical knowledge to draw conclusions in an attempt to explain where specific current events will lead, with emphasis on:**

PO 1. drawing historical analogies and defending why any given current event is like an historical event, including the lessons to be learned

PO 2. describing a current event in detail with depth of understanding of the events, history, geography, politics and economics

PO 3. evaluating an historical piece of literature, either fiction or non-fiction

SOCIAL STUDIES STANDARDS

STANDARD 2: CIVICS/GOV

Students understand the ideals, rights and responsibilities of citizenship, and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.

DISTINCTION (Honors)

- **2SS-D1. Analyze the historical and philosophical underpinnings of United States Constitution and government, and the underlying democratic theory and pluralism, with emphasis on:**

PO 1. concepts of Common Law as developed in England and expressed in Sir William Blackstone's *Commentaries on the Laws of England*

PO 2. the nature of government expressed in John Locke's *Second Treatise of Civil Government*

PO 3. foundations of representative government established in the English House of Commons

PO 4. foundations of fair trial and the rights of the accused established in English Common Law and the English justice system

PO 5. Puritan beliefs in work ethic and congregational participation in decision-making

PO 6. the argument for freedom of speech and press established in the trial of John Paul Zenger (1735)

PO 7. an evaluation of the elitist view developed by Charles A. Beard in *An Economic Interpretation of the Constitution* (1913)

SOCIAL STUDIES STANDARDS

(Continued)

- **2SS-D1. Analyze the historical and philosophical underpinnings of the United States Constitution and government, and the underlying democratic theory and pluralism, with emphasis on:**

PO 8. concepts of limitation of government power through separation of power expressed in *The Federalist* Nos. 1, 47, 48 and 51

PO 9. concepts of federalism expressed in *The Federalist* Nos. 16, 17 and 39

PO 10. reflections of the American democracy detailed by Alexis de Tocqueville in *Democracy In America*

PO 11. the argument for federal supremacy by the U.S. Supreme Court in *McCulloch v. Maryland*

PO 12. An evaluation of elitist and pluralist theories of government

SOCIAL STUDIES STANDARDS

- **2SS-D2. Evaluate American culture, political beliefs and behaviors of individuals in the political process, with emphasis on:**

PO 1. origins of American political culture, including the role of family and religion and the means by which schools and the media act to perpetuate or change beliefs

PO 2. the evidence of shared beliefs in liberty, democracy, equality of opportunity, individualism, civic duty

PO 3. ways in which individuals choose to express their beliefs

PO 4. the difference between political culture and ideology

PO 5. recognize ideological perspectives including conservative, liberal, progressive and libertarian

PO 6. what leads individuals to differ in political beliefs and behaviors

PO 7. evaluation of divergent views of political process held by specific ethnic and regional groups and the political ramifications of these differences

PO 8. processes by which citizens learn about politics

PO 9. nature, sources, and consequences of public opinion

PO 10. factors in voting and other means of political participation

SOCIAL STUDIES STANDARDS

- **2SS-D3. Evaluate political parties, interest groups and mass media, including the mechanisms of organizing that facilitate the communication of interests and preferences by like-minded citizens, with emphasis on:**

PO 1. political parties and elections, including their functions, organization, historical development, and effects on the political process

PO 2. interest groups and Political Action Committees (PACs), and their activities and the way they influence the political process and policymaking

PO 3. the mass media, their functions and structures and the way media influences the political process and policymaking

- **2SS-D4. Evaluate and analyze the organization, power and interrelationships of institutions of national government: the Congress, the presidency, the bureaucracy, and the federal courts, with emphasis on:**

PO 1. the major formal and informal institutional arrangements of powers

PO 2. the relationships among these four institutions

PO 3. the links between these institutions and political parties, interest groups, the media, subnational governments and public opinion

SOCIAL STUDIES STANDARDS

- **2SS-D5. Analyze the interactions, dynamics, actors, interests, institutions and processes that result in the formation of policy in the United States, with emphasis on:**

PO 1. the development of policy agendas

PO 2. the role and processes in policymaking of the Congress, president, bureaucracy and the courts

PO 3. an analysis of policymaking relationships, including iron triangles and issues networks

PO 4. evaluating policymaking in terms of cost/benefit analysis, recognizing perceptions of gaining or losing a benefit

PO 5. recognizing linkages between policy processes and the following: political institutions and federalism, political parties, interest groups, public opinion

- **2SS-D6. Develop and defend issues involving civil rights and civil liberties, with emphasis on:**

PO 1. analysis of the workings of the Supreme Court

PO 2. legal and political evolution of court decisions

PO 3. development of civil liberties and civil rights by judicial interpretation

PO 4. assessment of the strengths and weaknesses of Supreme Court decisions as tools for change

PO 5. knowledge of substantive rights and liberties

PO 6. the impact of the 14th Amendment on the constitutional development of rights and liberties

SOCIAL STUDIES STANDARDS

STANDARD 3: GEOGRAPHY

Students analyze locations, regions and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

DISTINCTION (Honors)

- **3SS-D1. Interpret a full range of geographic representations, with emphasis on:**

PO 1. the mathematical location via map grids

PO 2. the characteristics of a site

PO 3. the characteristics of different projections

PO 4. the definition and types of scale

PO 5. map symbology/legends, including qualitative and quantitative aspects of points, lines and areas

PO 6. visual representation of geographic data that are best suited for different types of analyses

- **3SS-D2. Analyze the world's physical geography, including Earth/Sun systems, weather systems, climate patterns, biogeography patterns, ocean characteristics and basic landform processes, with emphasis on:**

PO 1. revolution and rotation, time, days, seasons, time zones, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic circles

PO 2. climatic elements, the difference between weather and climate, convectional and cyclonic storms and the analysis of a weather map

PO 3. climatic controls and relationship to latitude, altitude and position on a continent

PO 4. distribution patterns as related to climate, soils and terrain

PO 5. major ocean currents and their affects on climate

PO 6. aolian, glacial, fluvial, wave, weathering and mass wasting landform processes

SOCIAL STUDIES STANDARDS

- **3SS-D3. Interpret basic patterns of agricultural and rural land use, with emphasis on:**

PO 1. the locations of the key agricultural hearths and the distribution of agriculture on the surface of the Earth

PO 2. the relationship between agricultural land use and the natural environment

PO 3. crops cultivated in subsistence, plantation, and commercial agriculture and the methods of each

PO 4. similarities and differences between agricultural patterns in developed and developing countries, including the factors that contribute to crop selection

PO 5. effects of the Green Revolution (e.g., biotechnology)

PO 6. the environmental consequences of certain agricultural practices, including monoculture, extensive use of chemicals, overgrazing, crop rotation

PO 7. the application of Von Thunen's model to selected case studies

PO 8. alternative uses of rural land and the controversial issues pertaining to the use of rural land

PO 9. the relationships among social, economic, and political factors and agricultural land use

SOCIAL STUDIES STANDARDS

- **3SS-D4. Interpret basic patterns of industrial and economic development, with emphasis on:**

PO 1. the dynamic patterns of the space economy, such as categories of economic activity and comparative advantage

PO 2. the origin of industrialization and the diffusion of industry

PO 3. factors influencing the location of industry, including site factors, situation factors, distribution of industry worldwide

PO 4. the affects of industrialization on culture and the environment in terms of benefits, costs, pollution, land degradation, waste and cultural locational patterns

PO 5. the components of industrial development: core periphery argument, dependency theory, indicators of development, theories of economic development, self-sufficiency, international trade, tourism

- **3SS-D5. Interpret basic patterns of political geography, with emphasis on:**

PO 1. personal shape and territoriality and perceptions of the political world

PO 2. the spatial organization of territory and the development of concepts of territory

PO 3. the concepts and history of geopolitics

PO 4. the political geography within a state

PO 5. the concepts of imperialism, colonialism, nationalism, decolonization and current colonies

PO 6. issues of contemporary international relations

SOCIAL STUDIES STANDARDS

- **3SS-D6. Interpret basic patterns of population geography, with emphasis on:**

PO 1. population data reliability in terms of census biases, Choropleth Map implications and population pyramids

PO 2. population growth patterns over time, including J-curve, global scale, concentrations of people in different regions and basic concepts of density

PO 3. pros and cons of Thomas Malthus' concepts

PO 4. population structures, including population pyramids, dependency ratio, cohort, life expectancy and gender patterns

PO 5. the demographic transition, including the European Model, rest of the world

PO 6. population policies in different regions, including the impacts of population on the environment

PO 7. the basic concepts of medical geography

PO 8. the basic processes and forces involved in migration, including catalysts and barriers, voluntary migration, push and pull factors, immigration policy and forced migrations

- **3SS-D7. Interpret basic patterns of urban geography, including an analysis of case studies of urban growth, with emphasis on:**

PO 1. the basic concepts of urbanization, including the origin, evolution and functions of cities

PO 2. basic components of the built environment and social space, such as the central business district, suburbanization and urban realms

SOCIAL STUDIES STANDARDS

STANDARD 4: ECONOMICS

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers and citizens participating in local, national and global economies.

DISTINCTION (Honors)

- **4SS-D1. Demonstrate an understanding of the principles of microeconomics at the college introductory level, with emphasis on:**

PO 1. basic economic concepts, including scarcity, the nature of economic systems, production possibilities, specialization and comparative advantage

PO 2. analysis of product markets by manipulating the supply and demand model

PO 3. the costs, revenues, and profits of the individual firm, including marginal product and diminishing returns, average and marginal costs and revenues, and long-run costs and economies of scale

PO 4. comparison of product pricing and output for perfect competition, monopoly, monopolistic competition and oligopoly

PO 5. evaluation of government policies toward monopoly behavior

PO 6. application of the concepts of supply and demand to markets for the factors of production, in particular how wages are determined

PO 7. the efficiency, equity and role of government in a market economy

SOCIAL STUDIES STANDARDS

- **4SS-D2. Demonstrate an understanding of the principles of macroeconomics at the college introductory level, with emphasis on:**

PO 1. application of basic tools for measuring macroeconomic performance, including gross domestic product, price indexes and unemployment rates

PO 2. analysis of national income and price determination using aggregate supply and aggregate demand

PO 3. the effects of monetary and fiscal policies on inflation, unemployment and economic growth

PO 4. analysis of economic policies that increase or decrease economic growth

PO 5. comparison of the Keynesian, monetarist and rational expectation theories

PO 6. illustration of comparative advantage using inputs, outputs and production possibilities curves

PO 7. how monetary and fiscal policies affect exchange rates and how these exchange rates affect imports, exports, inflation and employment.